Montana Comprehensive Assessment System (MontCAS)

- The following slides were used in an MT ASCD/OPI Assessment Conference presentation on January 15, 2014.
- They provide an overview of the Smarter Balanced Assessment System.

Smarter Balanced Overview Updates

Dacia Hopfensperger
Director of State Services

MT ASCD
January 16, 2014

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Outcomes

- Solid understanding of the various components of Smarter Balanced
  - How to they each uniquely contribute to teaching and learning
- Solid understanding of the Spring 2014 Field Test
  - Purpose
  - Logistics for schools/districts
  - Scheduling guidance
  - Resources to support schools/districts
- Awareness about other key components of Smarter Balanced

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Agenda

- Overview of Smarter Balanced Assessment Components
- Field Testing Spring 2014
- Field Test Resources for schools

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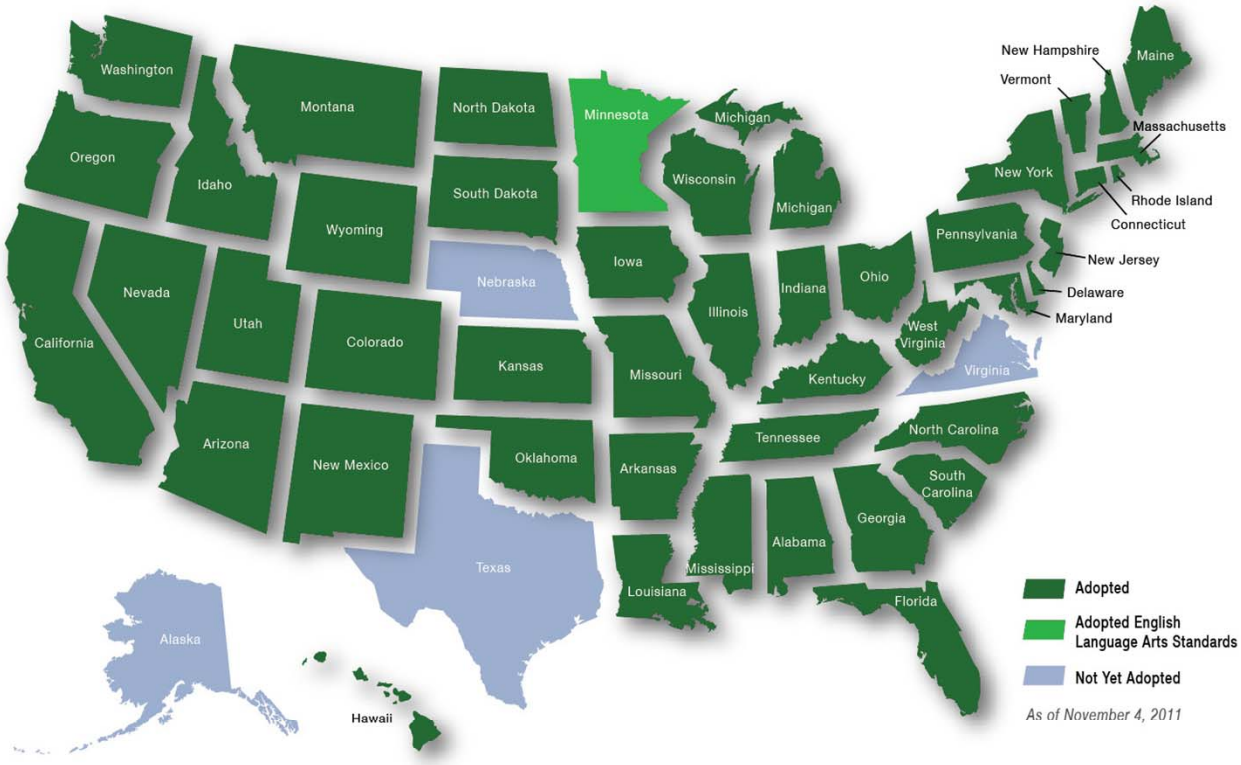
Common Core State Standards

- Define the knowledge and skills students need for college and career
- Developed voluntarily and cooperatively by states; more than 40 states have adopted
- Provide clear, consistent standards in English language arts/literacy and mathematics



Source: www.corestandards.org

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The Challenge

How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness

...to here?

All students leave high school college and career ready

...and what can an assessment system do to help?

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Concerns with Today's Statewide Assessments

Each state pays for its own assessments	• Each state bears the burden of test development; no economies of scale
Based on state standards	• Students in many states leave high school unprepared for college or career
Heavy use of multiple choice	• Inadequate measures of complex skills and deep understanding
Results delivered long after tests are given	• Tests cannot be used to inform instruction or affect program decisions
Accommodations for special education and ELL students vary	• Difficult to interpret meaning of scores; concerns about access and fairness
Most administered on paper	• Costly, time consuming, and challenging to maintain security

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Next Generation Assessments

The U.S. Department of Education has funded two consortia of states with development grants for new assessments aligned to college- and career-ready standards

- Rigorous assessment of progress toward **"college and career readiness"**
- **Common cut scores** across all Consortium states
- Provide both **achievement and growth information**
- **Valid, reliable, and fair** for all students, except those with "significant cognitive disabilities"
- Administer **online**
- Use **multiple** measures
- **Operational in 2014-15** school year

Source: Federal Register / Vol. 75, No. 68 / Friday, April 9, 2010 pp. 18171-85

Smarter Balanced Assessment Consortium

The Purpose of the Consortium

- To develop a **comprehensive and innovative** assessment system for grades 3-8 and high school in English language arts and mathematics aligned to the Common Core State Standards, so that...
- ...students leave high school **prepared for postsecondary success** in college or a career through increased student learning and improved teaching

  [The assessments shall be **operational** across Consortium states in the 2014-15 school year]

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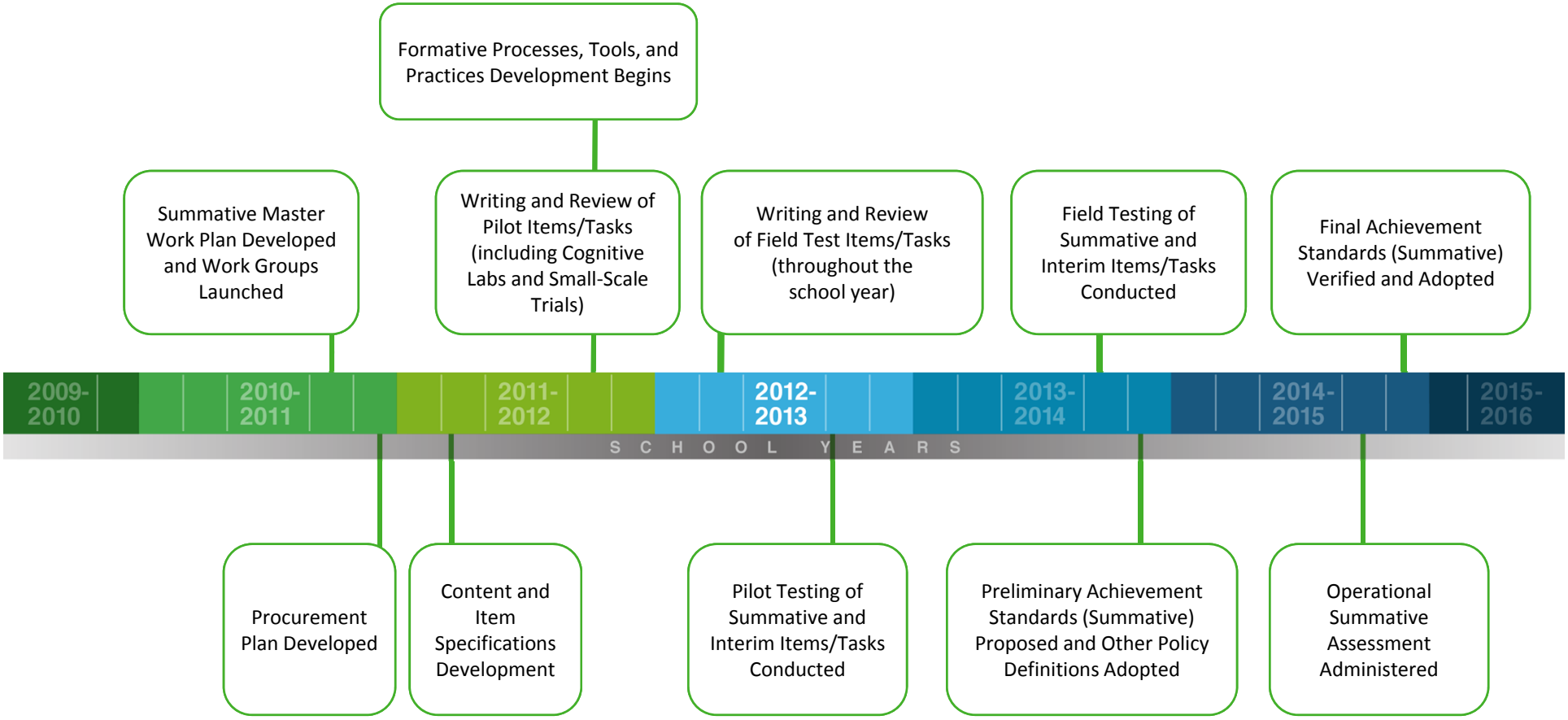
Timeline



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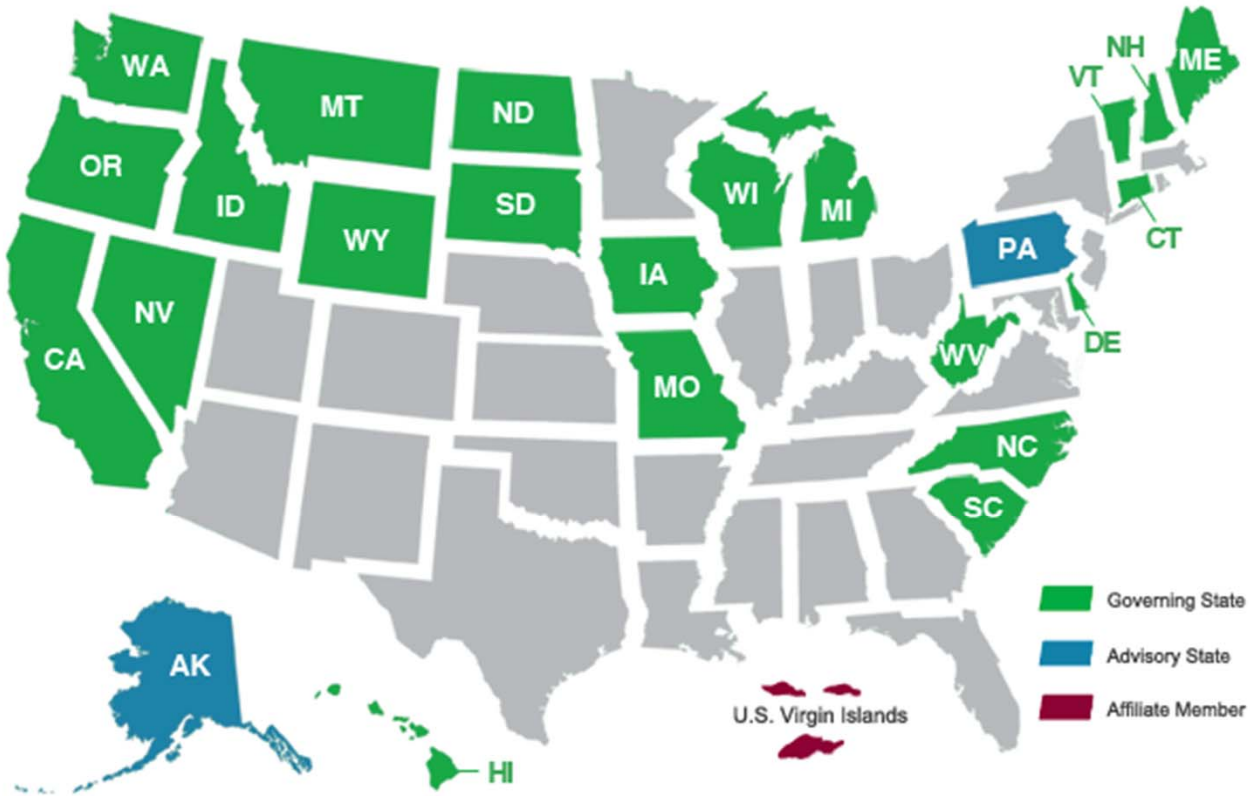
A National Consortium of States



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Balanced Assessment Components

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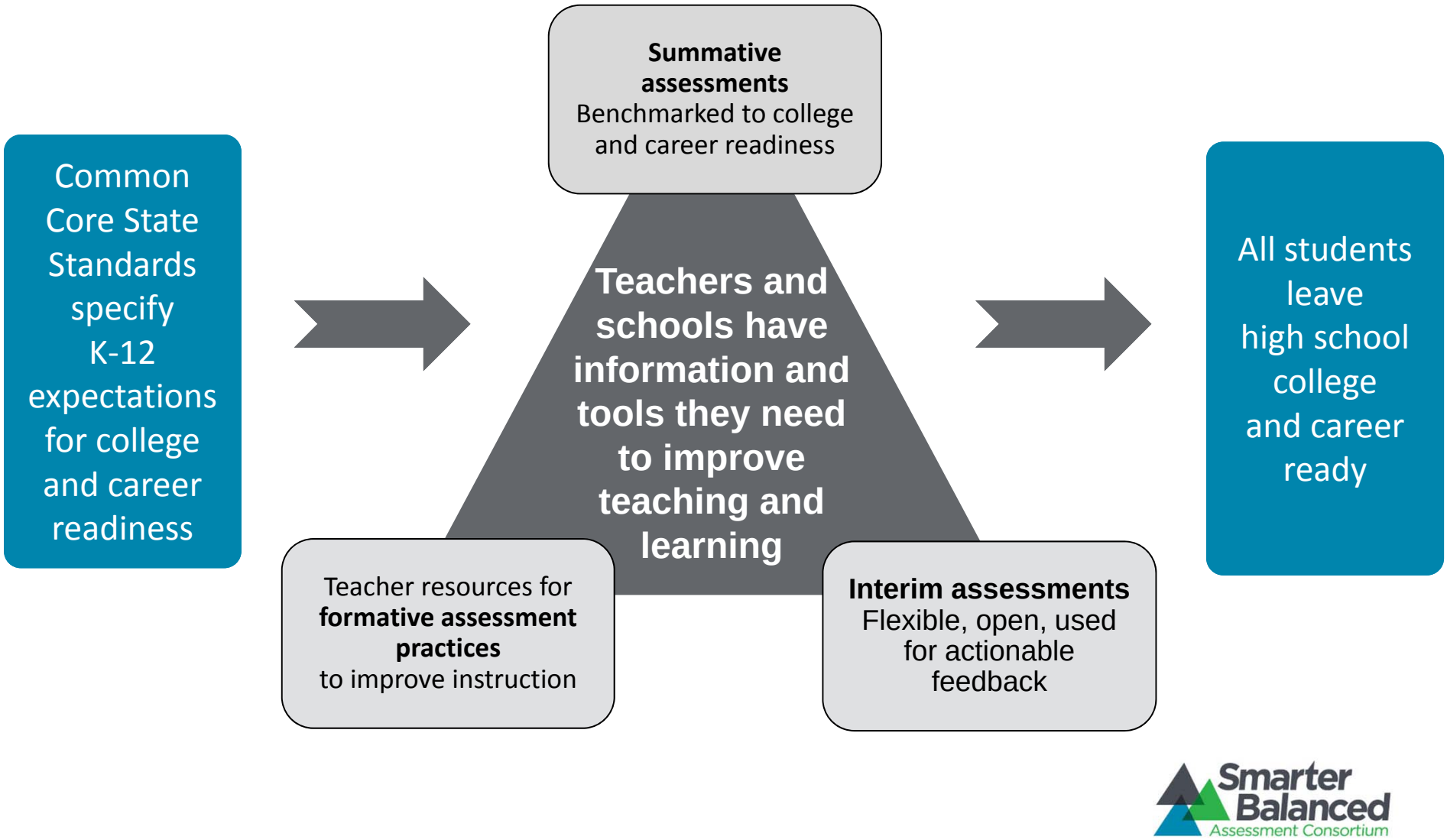
A Balanced Assessment System



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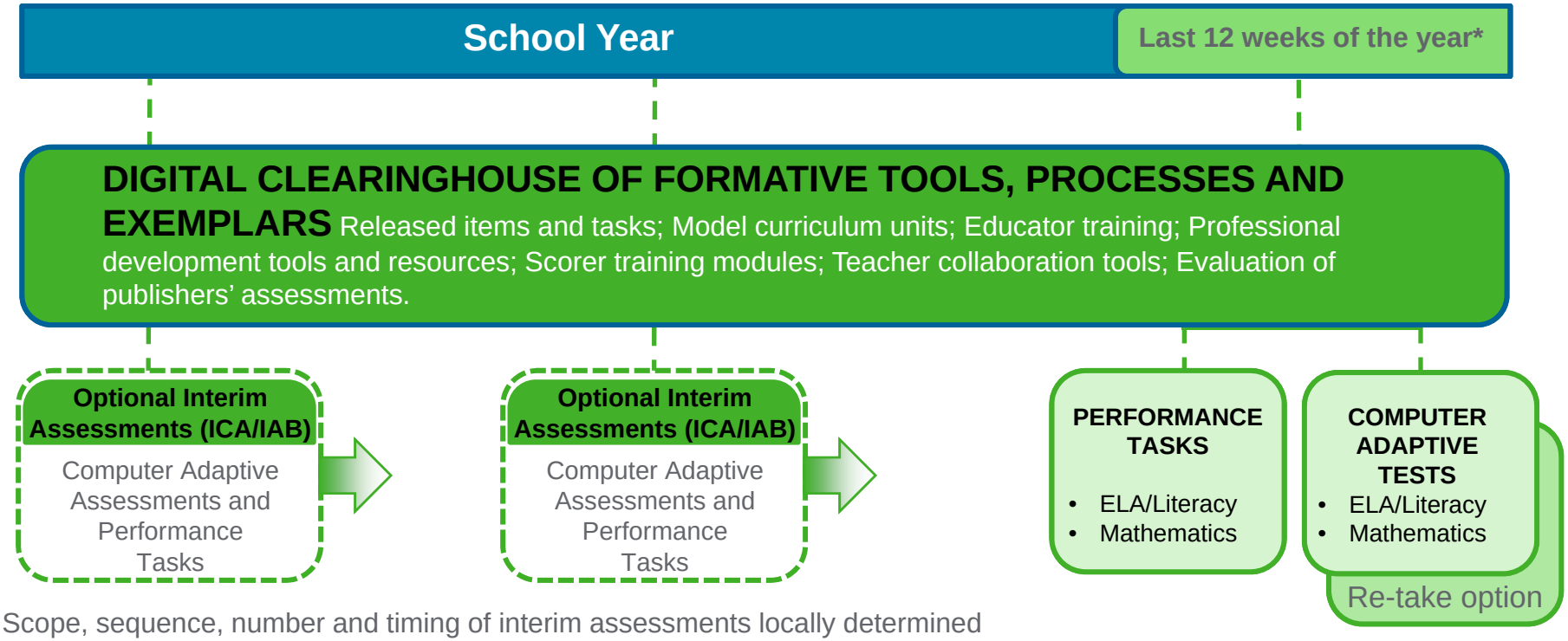
A Balanced Assessment System

English Language Arts/Literacy and Mathematics, Grades 3-8 and High School



Scope, sequence, number and timing of interim assessments locally determined

*Grades 3-8

- Testing shall not begin until at least sixty-six percent (66%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

*Grade 11

- Testing shall not begin until at least eighty percent (80%) of a school's annual instructional days have been completed, and
- Testing may continue up to and including the last day of school.

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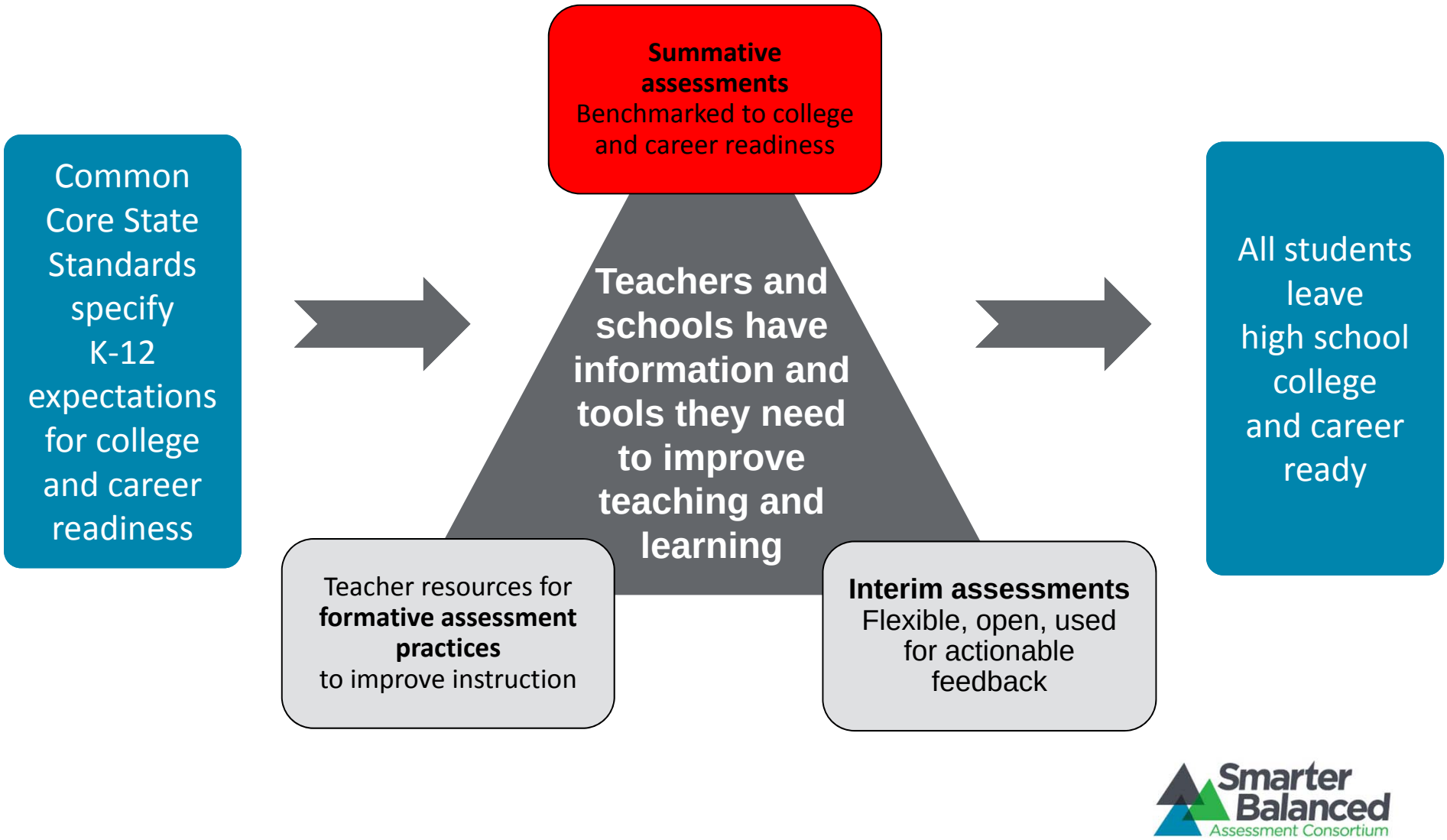

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Assessment System Components

Summative Assessment

- Assesses **the full range of Common Core** in English language arts and mathematics for students in grades 3–8 and 11 (interim assessments can be used in grades 9 and 10)
- Measures **current student achievement and growth across time,** showing progress toward college and career readiness
- Can be given **once or twice a year** (mandatory testing window within the last 12 weeks of the instructional year)
- Includes a **variety of question types:** selected response, short constructed response, extended constructed response, technology enhanced, and performance tasks

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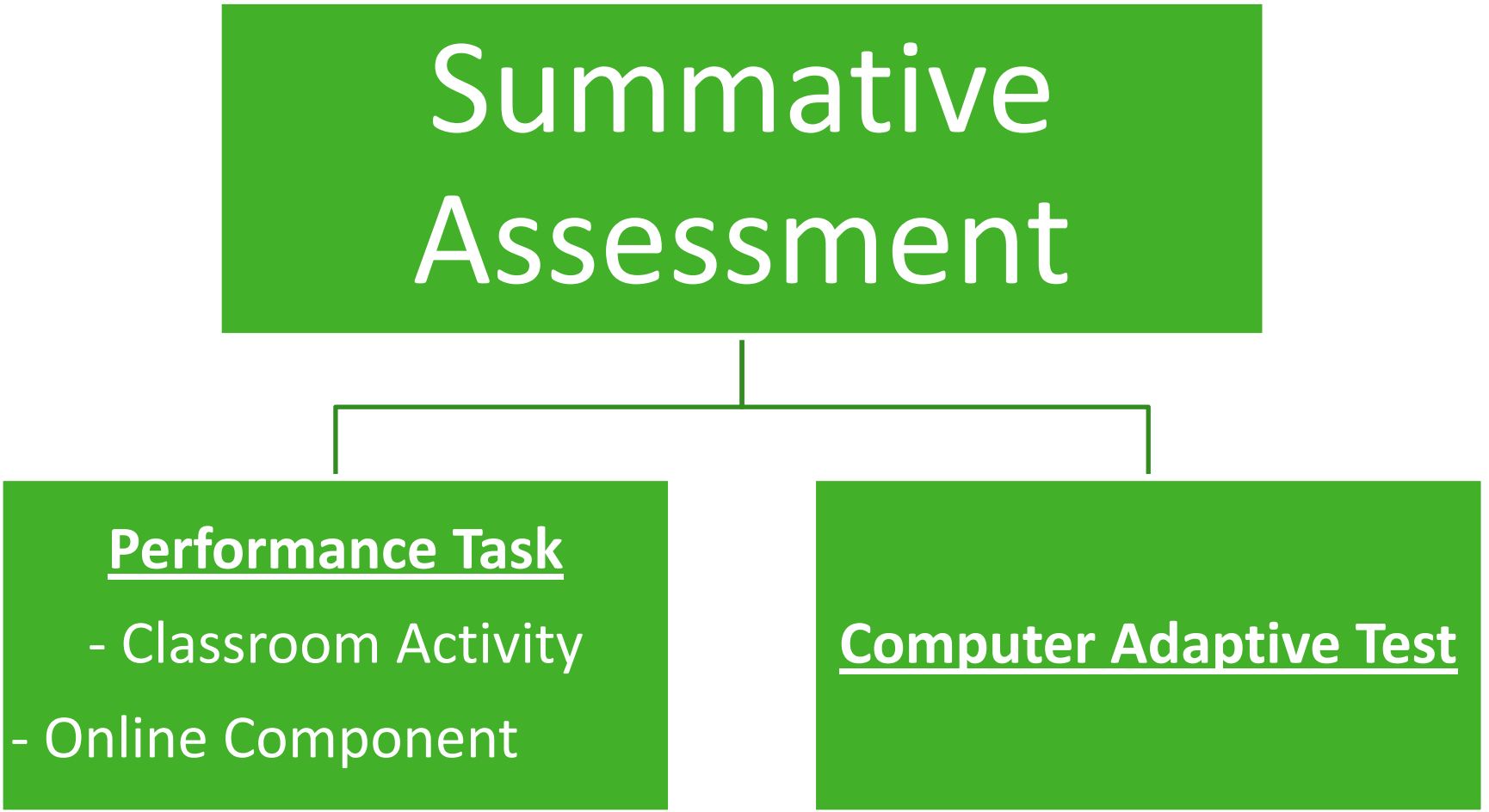
Structure of the Summative Assessment



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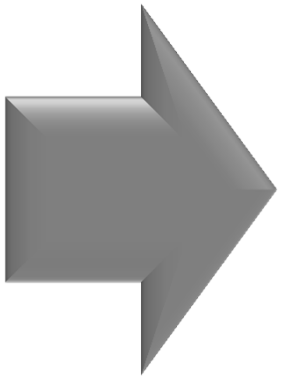
Response Types

Selected Response

Constructed Response



Smarter Balanced Response Types

MC with one correct response
MC with multiple correct responses
Two Part multiple-choice
Matching Tables
Yes/No or True/False Tables
Fill-in Tables
Select or order text or graphics
Complex drag and drop
Graphing
Equation or numeric response
Short Text
Long Essay

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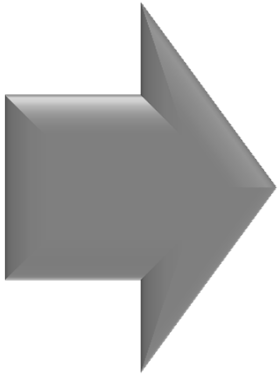
Scoring Types

Answer Documents

Hand Scoring



Automatic with Single Key
Automatic with Multiple Keys
Automatic with Machine Rubric
Graphic Response Scoring
Equation/Numeric Scoring
Hand Scoring

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Claims for the ELA/Literacy Summative Assessment

Overall Claim for Grades 3-8	"Students can demonstrate progress toward college and career readiness in English Language arts and literacy."
Overall Claim for Grade 11	"Students can demonstrate college and career readiness in English language arts and literacy."
Claim #1 - Reading	"Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts."
Claim #2 - Writing	"Students can produce effective and well-grounded writing for a range of purposes and audiences."
Claim #3 - Speaking and Listening	"Students can employ effective speaking and listening skills for a range of purposes and audiences."
Claim #4 - Research/Inquiry	"Students can engage in research and inquiry to investigate topics, and to analyze, integrate, and present information."

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Claims for the Mathematics Summative Assessment

Overall Claim for Grades 3-8	"Students can demonstrate progress toward college and career readiness in mathematics."
Overall Claim for Grade 11	"Students can demonstrate college and career readiness in mathematics."
Claim #1 - Concepts & Procedures	"Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency."
Claim #2 - Problem Solving	"Students can solve a range of complex well-posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies."
Claim #3 - Communicating Reasoning	"Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others."
Claim #4 - Modeling and Data Analysis	"Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems."

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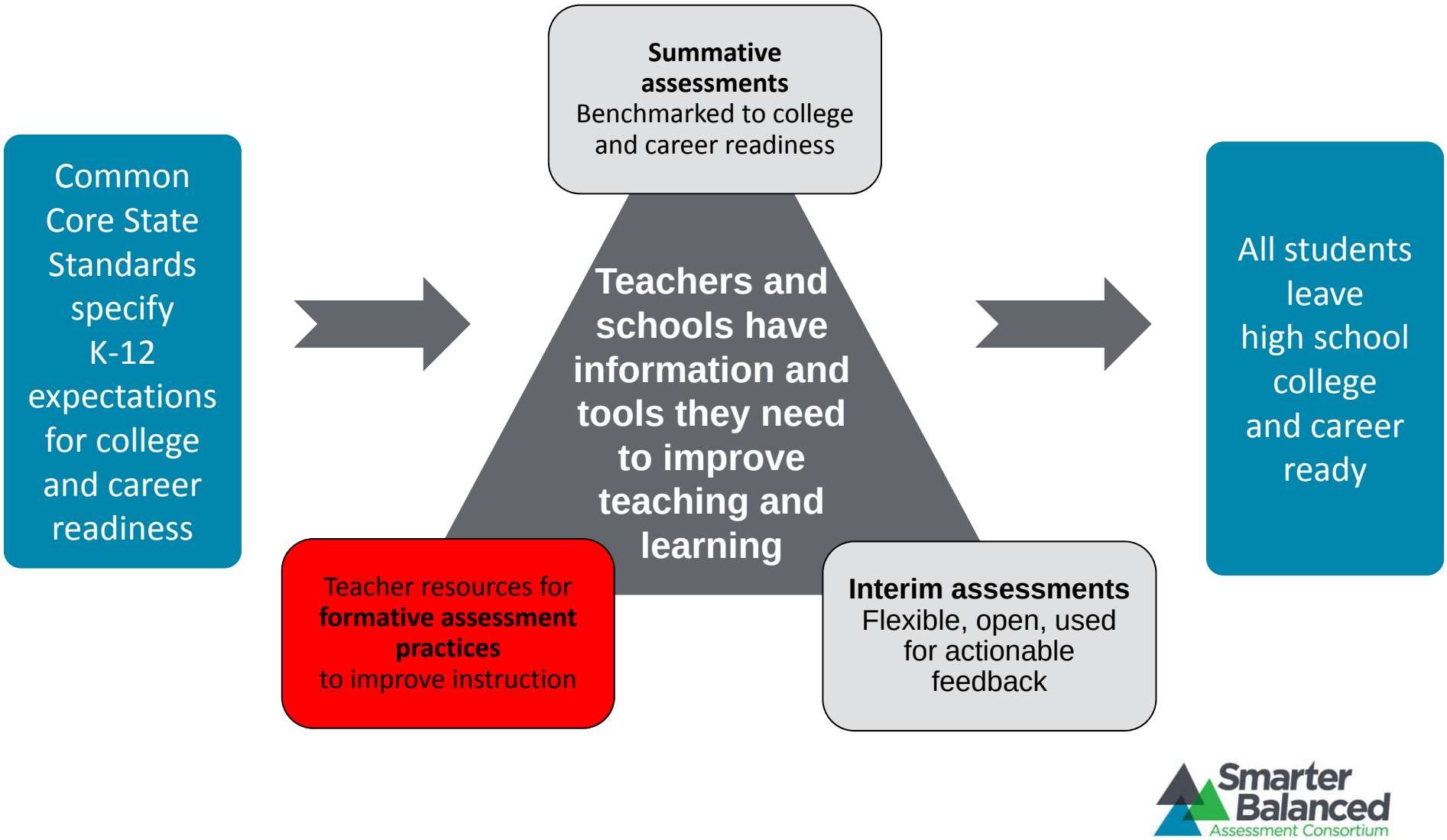
A Balanced Assessment System



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Assessment System Components

Formative Assessment Practices

- Research-based, **on-demand tools and resources for teachers**
- Aligned to **Common Core,** focused on increasing student learning and enabling **differentiation of instruction**
- **Professional development** materials include model units of instruction and publicly released assessment items, formative strategies

> **"Few initiatives are backed by evidence that they raise achievement. Formative assessment is one of the few approaches proven to make a difference."**
>
> **- Stephanie Hirsh, Learning Forward**

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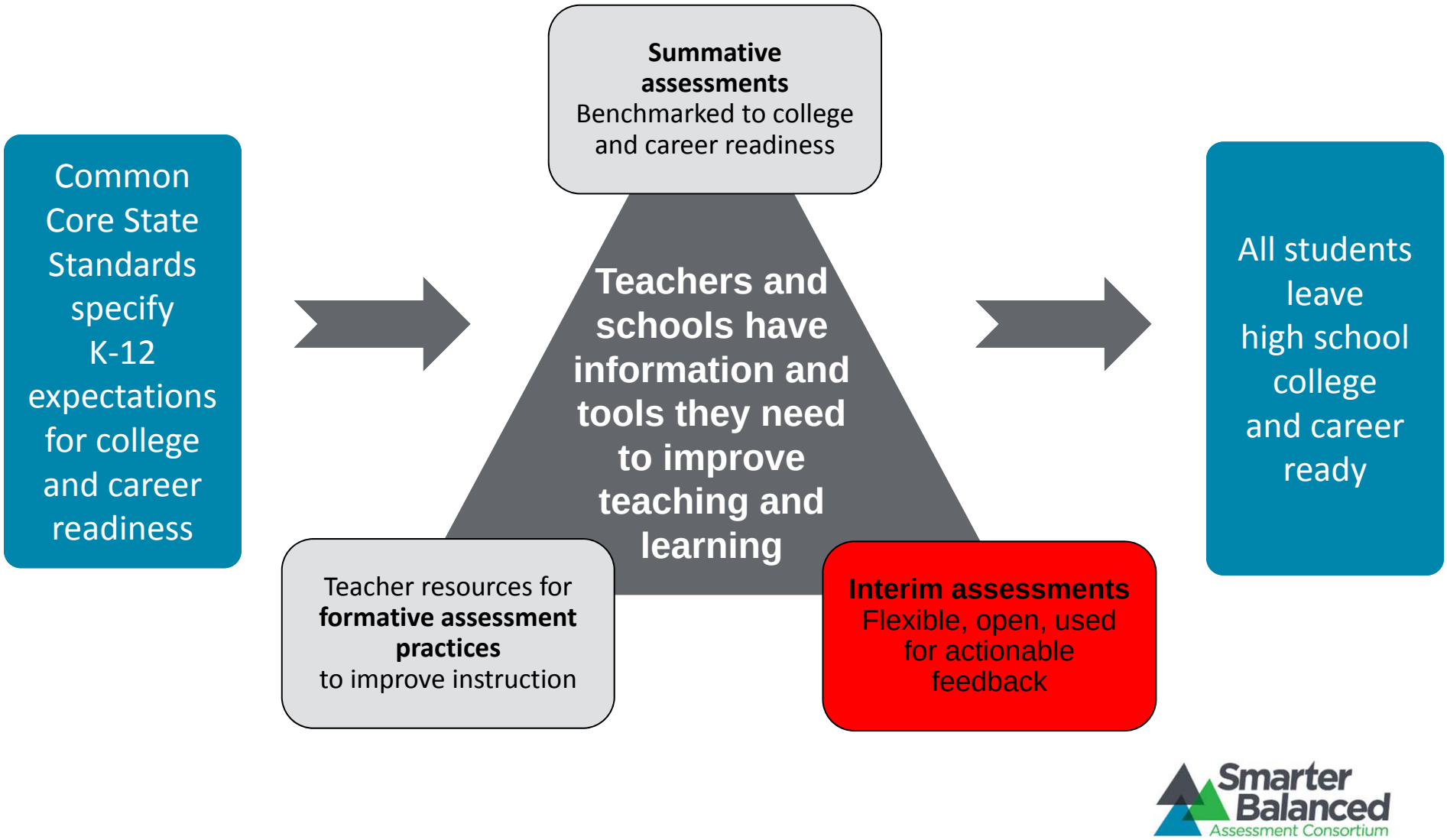

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Smarter Balanced Interim Assessments Purposes

- Provide more finely grained information about student progress toward college- and career- readiness than can be provided by the summative assessment
- Provide insight for teachers and students into types of items and performance expectations that students will face at the end of the year summative.

Smarter Balanced Interim Assessments

- Use items developed using the same processes used for summative items
- Contain the same types of items and performance events as the summative pool
- Can be administered at various points within the instructional year to support instructional decisions at the student level

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Interim Assessment Design Principles

- Online administration
- Adaptive as appropriate
- Adhere to Usability, Accessibility, and Accommodations Guidelines
- Items drawn from same pool as Summative
- Full array of item types
- Hand-scoring
  - Content appropriate
  - Scored locally: state or district responsibility
- Administered through the same system as Summative
- Can be administered at various points in the year
- Not intended for accountability decisions

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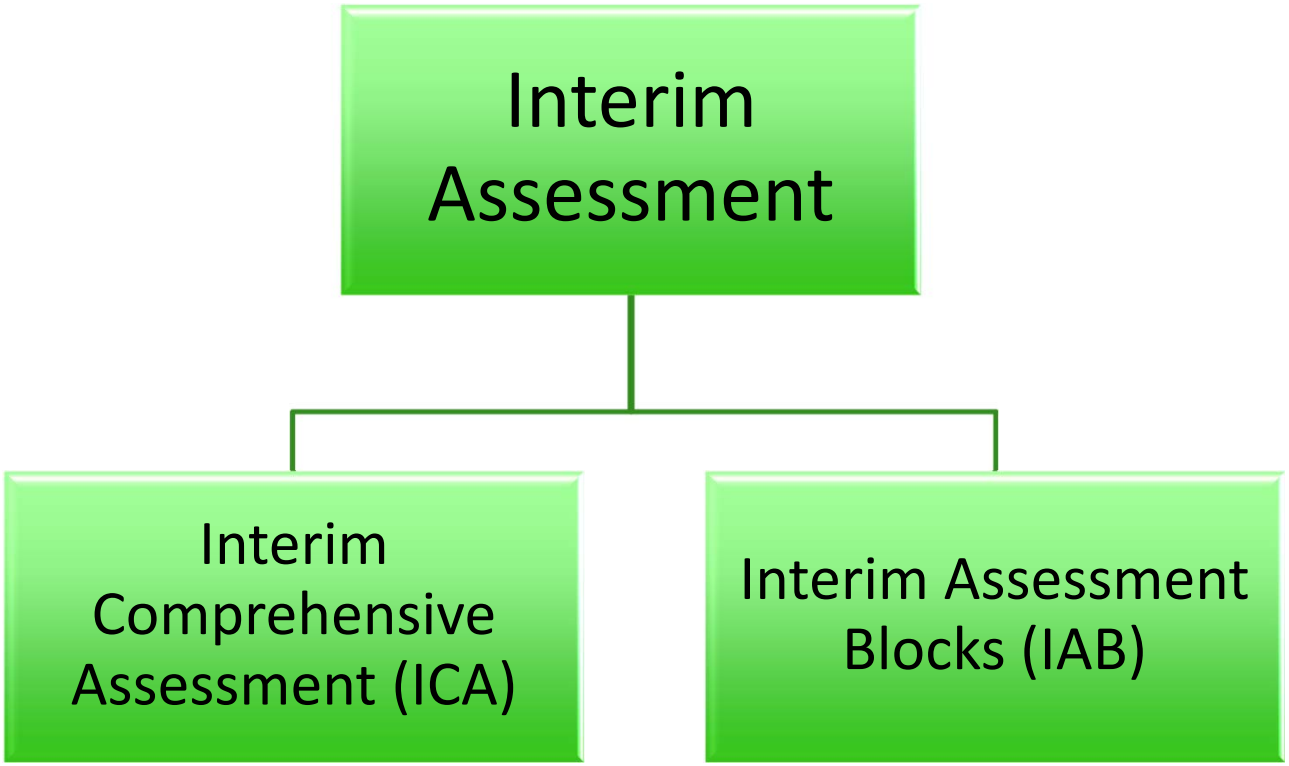
Interim Assessment Components



Will be available Fall of 2014 with a gradual roll-out as the item pool supports

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Interim Comprehensive Assessment (ICA)

- Uses same blueprint as the Summative Assessment
- Includes:
  - Computer-Adaptive component
  - Performance Tasks component
  - Hand scored items
- Administration time is the same as Summative
- Report same information as Summative Assessment
  - Overall composite scale score
  - Achievement levels
  - Claim level information
- Use Cases

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Interim Comprehensive Assessments (ICA): Sample Use Cases

- Mid-year (e.g., February), a teacher might want to know how students are doing in preparation for the summative test, to better know what areas to focus more efforts/attention on.

- Beginning of the year, students entered a class from another state, and the teacher did not have data for them. A teacher decides to give these students the previous year's ICA to complete the data for the class.

Interim Assessment Blocks (IAB)

- Focus on smaller sets of targets in relation to the Interim Comprehensive
- Provide more targeted information for instructional purposes.
- Currently five to seven blocks have been identified in most grades per content area

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Interim Assessment Blocks (IAB) - continued

- Item types consistent with the Summative; includes
  - Computer-Adaptive (CAT) items
  - Performance Tasks (PT)
  - Hand scored items
- Results reported in a manner consistent with the level of detail on the summative assessment
  - Consistent with claim level information
- Gradual roll out
  - Blocks that meet an item-count criterion will be adaptive
  - Blocks with fewer items than the criterion will be fixed form
- Use Cases

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Interim Assessment Blocks (IABs)
Sample Use Cases

- A teacher is providing focused instruction on persuasive writing. Teacher could use a block focused on persuasive writing to determine degree of students' understanding before or after the instruction.

- An 8th grade math team, in a coordinated fashion, want to be informed about how their students are doing in geometry.

Field Test
Overview and Preparation

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Field Test – Spring 2014

- Purpose – “test the test”
- March 18 to June 6, 2014.
- Minimum sample: 10% of students in math, 10% in ELA (considerable state variation).
- Participation variation across states
  - Early adopters: Montana, South Dakota, Idaho
- 4,938,305 students are currently registered to take at least one test

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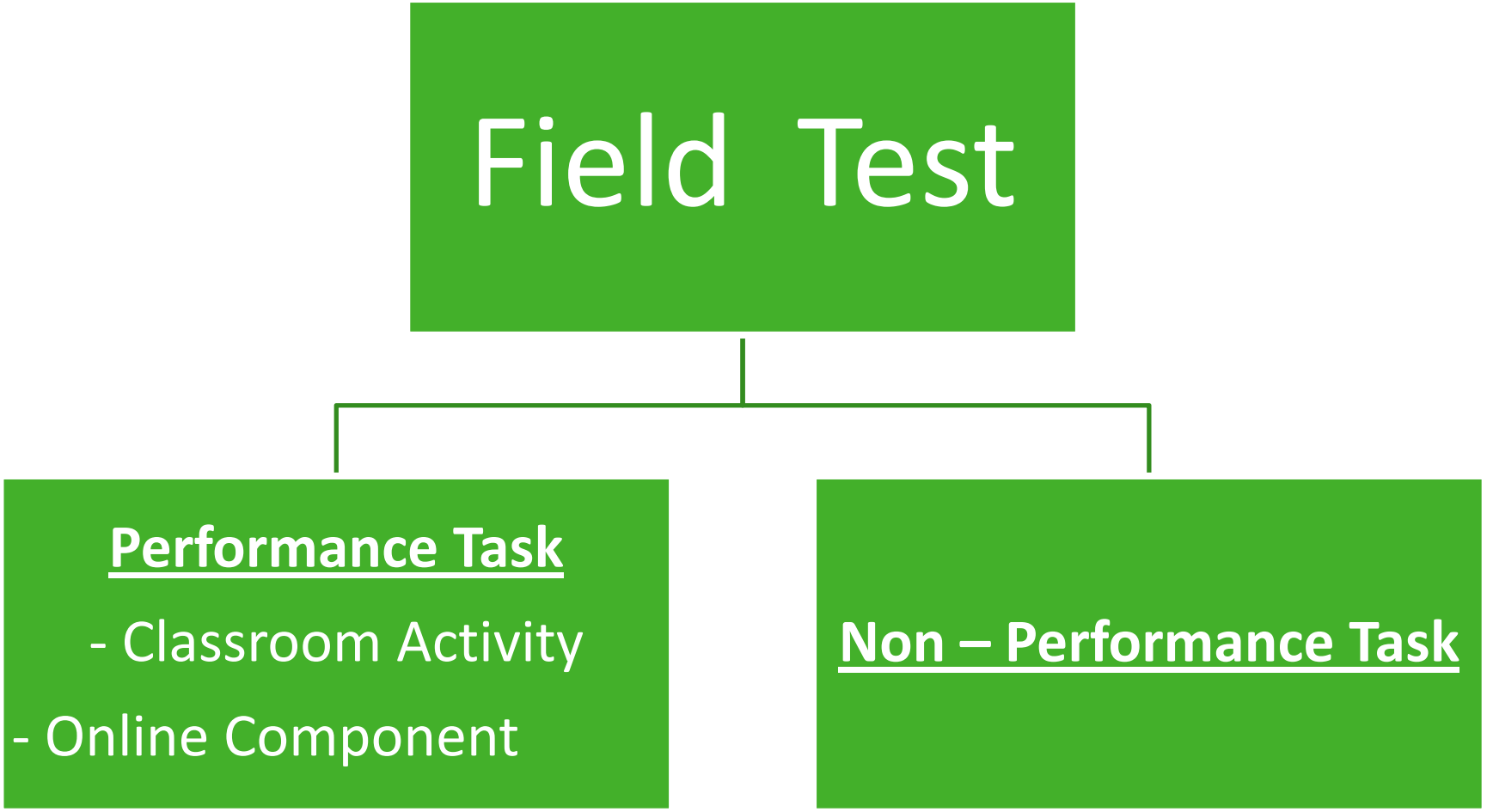
Key Information for Field Testing

- Field test components
- Testing Time
- ELA and Math Administration Recommendations
- “Common PT”

Structure of the Field Test



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Suggested Sequence for Administration

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Content Area	Grades	Non-Performance Task items	Performance Task	Total	In-Class Activity	Total
English Language Arts/Literacy	3-5	1:30	2:00	3:30	:30	4:00
	6-8	1:30	2:00	3:30	:30	4:00
	11	2:00	2:00	4:00	:30	4:30
Mathematics	3-5	1:30	1:00	2:30	:30	3:00
	6-8	2:00	1:00	3:00	:30	3:30
	11	2:00	1:30	3:30	:30	4:00
Both	3-5	3:00	3:00	6:00	1:00	7:00
	6-8	3:30	3:00	6:30	1:00	7:30
	11	4:00	3:30	7:30	1:00	8:30

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Non – Performance Task

- During operational – Computer Adaptive Test
  - CAT
- Includes a variety of item types
- ELA and Mathematics
  - Breaks can be provided
  - Breaks beyond 20 minutes limit student's ability to go back to previous screens
  - Math 2 sessions, ELA 2 to 4 sessions
- Duration: complete each content area within 5 days of starting
  - Accessible for 45 days

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Performance Task

- Classroom activity prior to administration
  - Non – secure scripted classroom activity
  - Accessed from field test portal
  - Assigned to grade levels within individual schools
  - Purpose of classroom activity
  - 10 – 30 minutes
  - Completed 1 to 3 days prior to PT
  - Orientations

ELA Performance Task

- Part 1 and Part 2
  - Recommendation: administer in 2 sessions; 45 minutes
  - Recommendation: complete each part in one day
- Duration: complete PT within 2 days of starting
  - Accessible for 10 days

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Math Performance Task

- Recommendation: administer in 1 session; 45 minutes
- Duration: complete PT in one day
  – Accessible for 10 days

* Classroom activity may occur on the same day as the PT

	ELA Non-Performance Task	ELA Classroom Activity	ELA Performance Task (PT)
Number and Duration of Sessions	Recommendations: • No fewer than 2 sessions (recommended) and no more than 6 sessions (rare/ extreme) • Session durations ranging from 40 to 60 minutes	Recommendations: • Administered in 1 session • Approximate session duration 15 – 30 minutes • Should occur 1 to 3 days prior to PT • Should NOT occur on the same day as the ELA performance task	Recommendations: • Administered in 2 sessions corresponding to Parts 1 and Part 2 of the PT • Session duration ranging from 60 to 120 minutes
Breaks within Sessions	Breaks can be provided during the testing sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	ELA items are presented in two parts. Students can take breaks within Parts 1 and 2; however, once a student moves to Part 2, he/ she will not be able to review or revise items in Part 1. • Recommendation: Students complete Part 1 in one testing session and Part 2 the next school day.
Total Duration	Once a student has started the non-PT, it will be available for 45 days. • Recommendation: Student completes this portion within 5 days of starting.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes each part of the PT within one day
Additional Required Resources	Headphones are required for **ALL** students for the listening portion of the ELA assessment	NA	Headphones are required for some performance tasks

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	Math Non-Performance Task Questions	Math Classroom Activity	Math Performance Task (PT)
Number and Duration of Sessions	Recommendations: • Administered in two sessions • Session durations range from 40 to 60 minutes Most students will complete the Non-PT questions in two sessions of 60 minutes or less or one long session of more than 60 minutes.	Recommendations: • Administered in one session • Approximate session duration 15 – 30 minutes • Should occur as close to the PT as is feasible, and no more than three days prior to the PT • MAY occur on the same day as the PT	Recommendations: • Administered in one session; • Session duration ranges from 40 to 120 minutes
Breaks within Sessions	Breaks can be provided during the testing sessions using the software's pause feature. If the test is paused for more than 20 minutes, the student will not be able to go back to items on the previous screens.	NA	Students can take breaks during PT testing sessions. Math PT items are presented on a single screen. Following a break, the student will have access to the same items.
Total Duration	Once a student has started the non-PT questions, they will be available for 45 days. • Recommendation: Student completes this portion within five days of starting it.	NA	Once a student has started the PT, it will be available for 10 days. • Recommendation: Student completes the PT in one day

Field Test Preparation Resources

- Test Administration Manual
  - Available early February
- Practice Test
  - Updated January 30th
- Training Test
  - Released January 30th
- Overview of Item Types
  - Coming soon
- Training Modules
  - Roll out: end of January to mid February

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Training Test

- Training Test release date: January 30
- Purpose: Provide students with an quick opportunity to become familiar with the software and interface features that will be used in the field test
- Grade Bands:
  - 3-5
  - 6-8
  - High school

Training Test Overview – Cont.

- 6-8 items per grade band per content area
- Non-PT items only
- Includes new items types:
  - Matching tables (ELA and Math)
  - Fill in tables (Math)
  - Evidence based selected response (ELA)
- Includes all universal tools, designated supports and accommodations

Comparison of Training Test and Practice Test

	Training Test	Practice Test
Purpose	Provide students with an opportunity to quickly become familiar with the software and interface features	Provide students with a grade specific testing experience that is similar in structure and format to the Field Test
Grade Levels	3 grade bands • 3-5 • 6-8 • High school	Each grade • 3-8, 11
Number and Types of Items	Approximately 15 items per grade band (6 in ELA and 8-9 in math) No Performance Tasks	Approximately 30 items in ELA and 30 items in math per grade level Includes 1 ELA PT and 1 math PT per grade level
Universal Tools, Designated Supports, and Accommodations	All included on Field Test are included (including streamlining)	Most included Refresh scheduled for late April

Scheduled Downtimes

Administration	Downtime
Practice Test/Training Test	Friday, January 24 – Wednesday , January 29, 2014
	Saturday, April 26 – Tuesday, April 29, 2014
Field Test	Thursday, April 10 – Sunday, April 13, 2014
	Thursday, May 8 – Sunday, May 11, 2014

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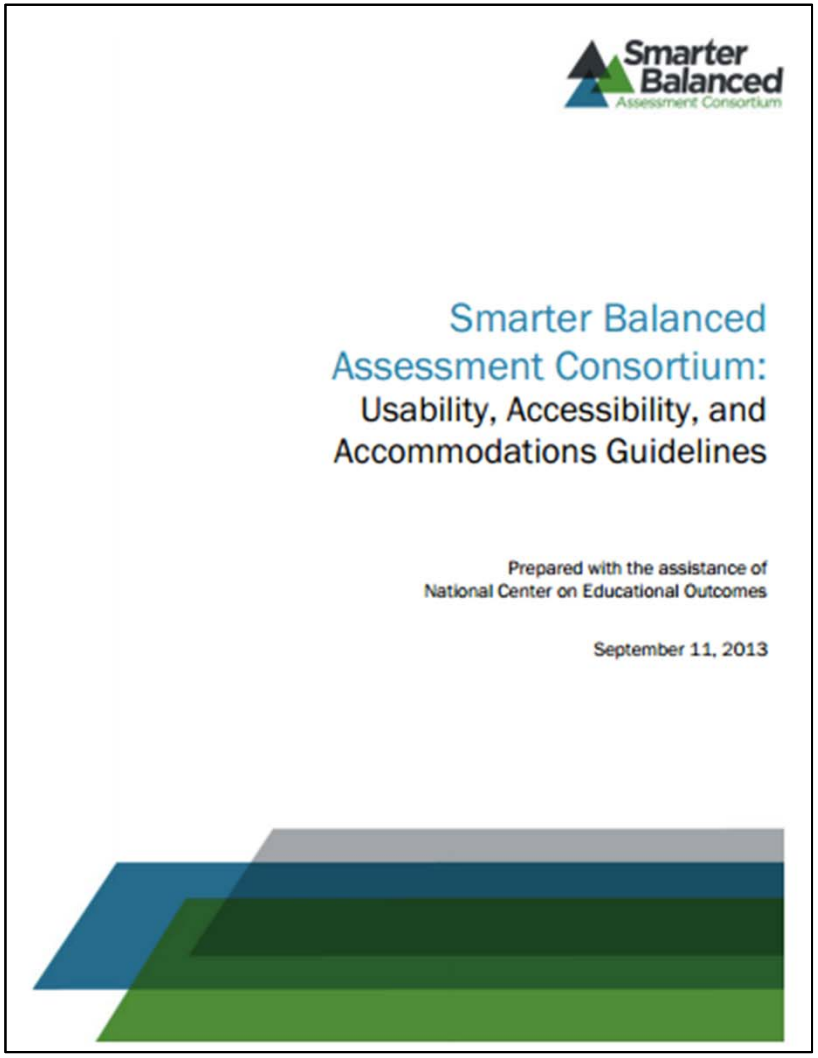
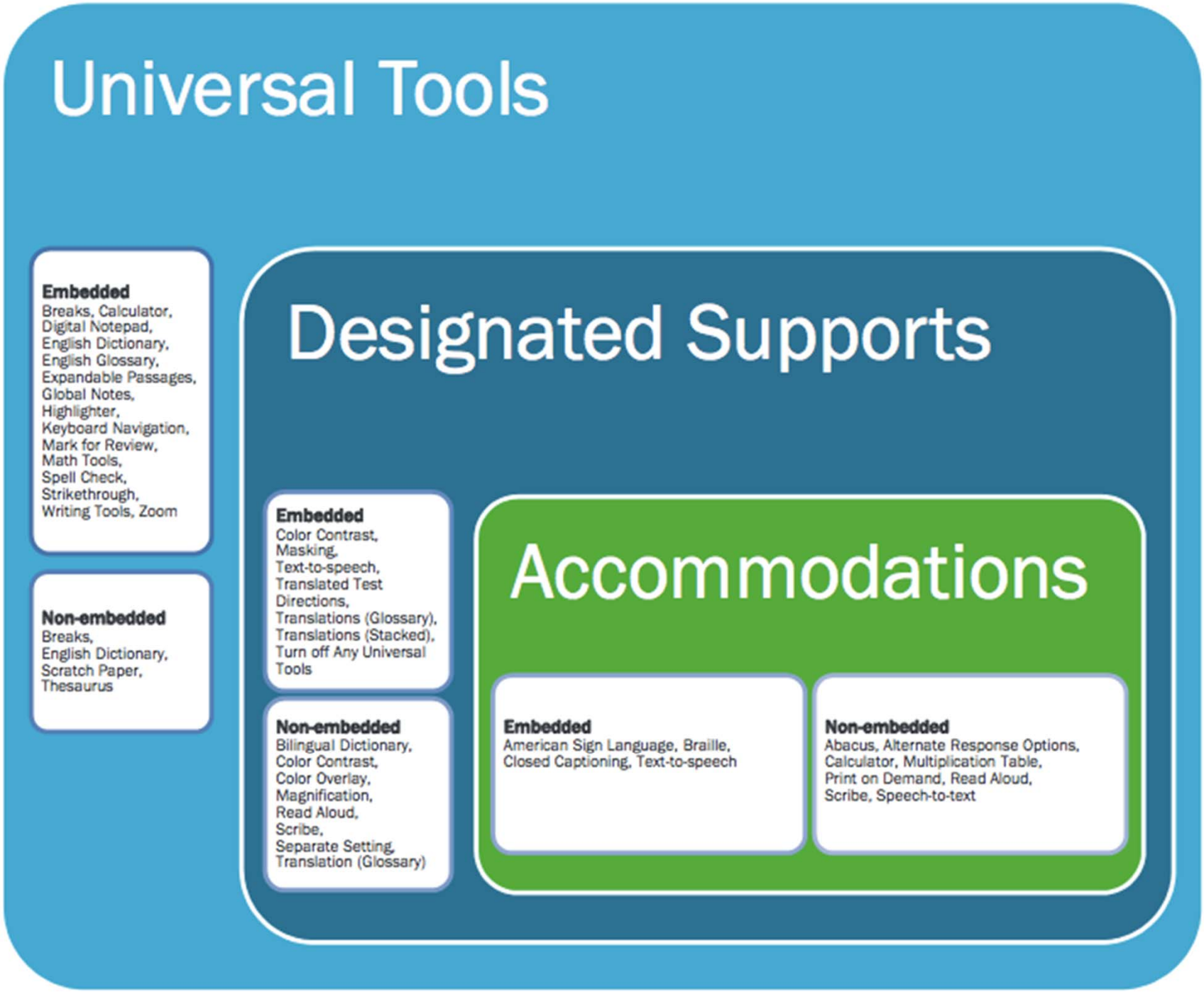
Usability, Accessibility, and Accommodations Guidelines



http://www.smarterbalanced.org/wordpress/wp-content/uploads/2013/09/SmarterBalanced_Guidelines_091113.pdf


Universal Tools
Embedded
Breaks, Calculator, Digital Notepad, English Dictionary, English Glossary, Expandable Passages, Global Notes, Highlighter, Keyboard Navigation, Mark for Review, Math Tools, Spell Check, Strikethrough, Writing Tools, Zoom
Non-embedded
Breaks, English Dictionary, Scratch Paper, Thesaurus
Designated Supports
Embedded
Color Contrast, Masking, Text-to-speech, Translated Test Directions, Translations (Glossary), Translations (Stacked), Turn off Any Universal Tools
Non-embedded
Bilingual Dictionary, Color Contrast, Color Overlay, Magnification, Read Aloud, Scribe, Separate Setting, Translation (Glossary)
Accommodations
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Non-embedded
Abacus, Alternate Response Options, Calculator, Multiplication Table, Print on Demand, Read Aloud, Scribe, Speech-to-text